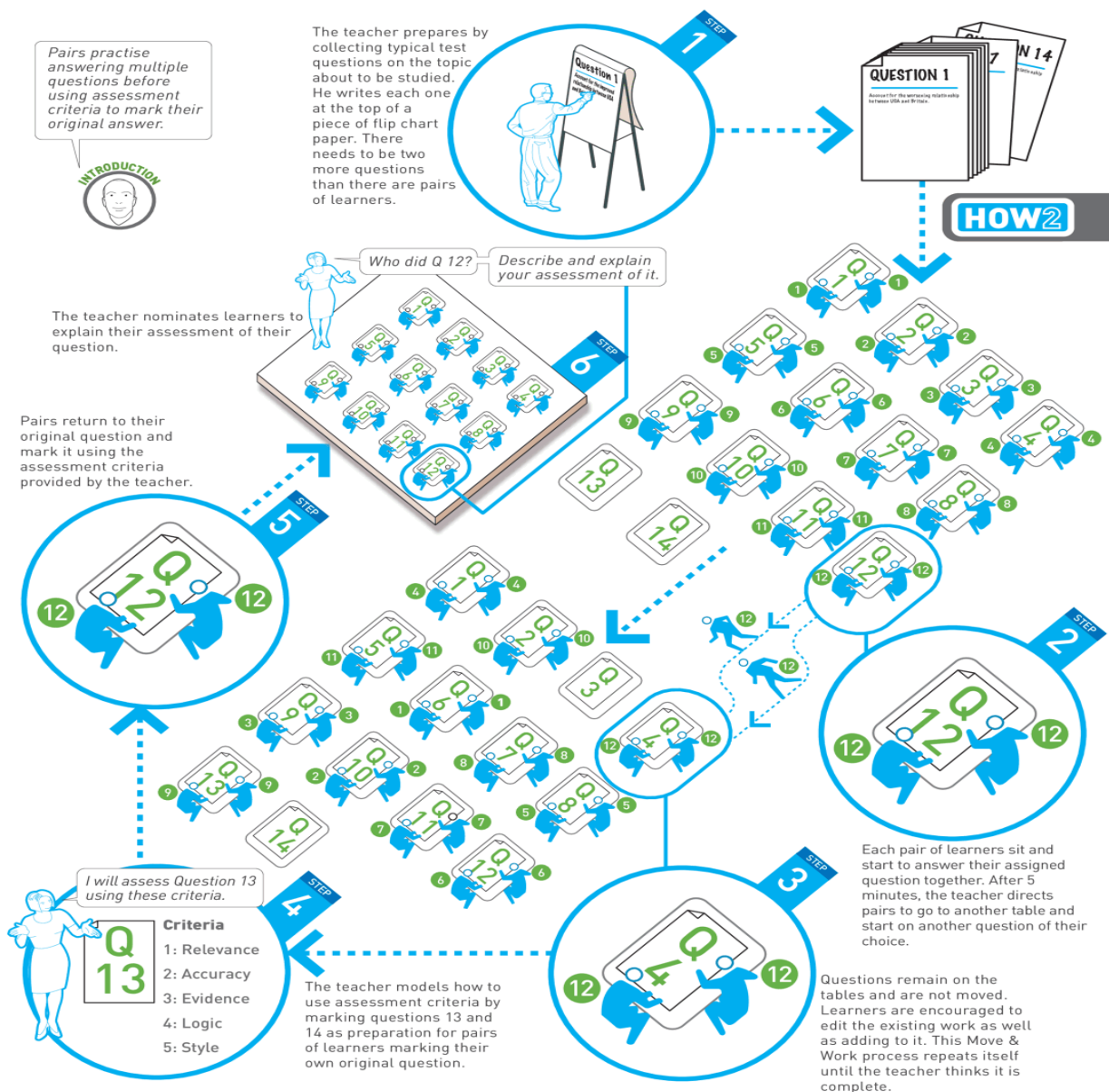


Activity ideas for critical cooperation

1. Learners on Tour (Online)

Pairs answer multiple questions or a 'big question' (e.g. project problem solving) online before using assessment criteria (ideally student devised / minimal teacher prompts) and contributions of their peers to further improve answers to the original question/s. This helps students to:

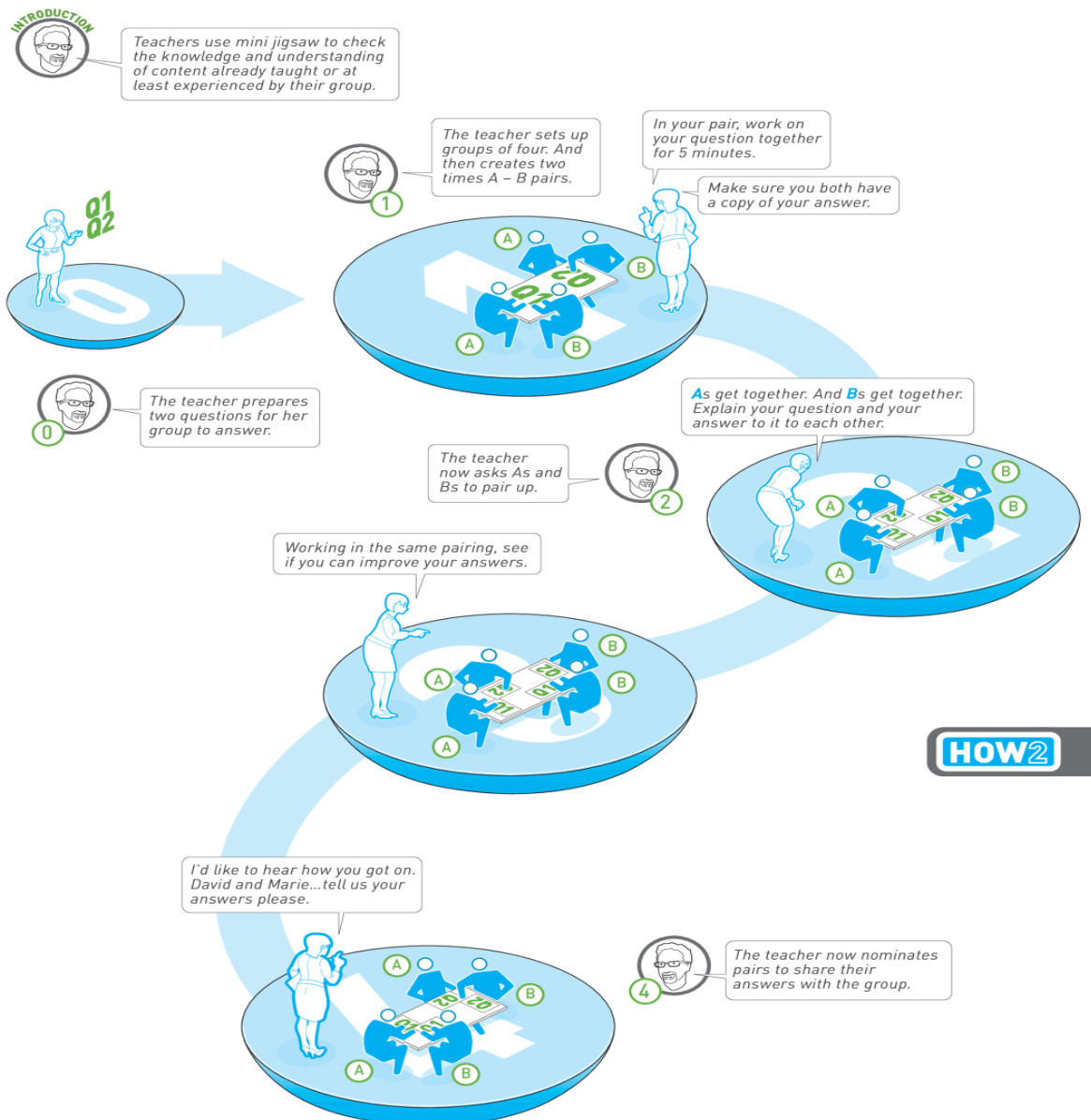
- Read, seek to understand, and evaluate the merits of other peers' answers SO THAT THEY compare them to their own answers by evaluating scope, veracity and evidence SO THAT THEY learn to assimilate alternative points of view and review the validity of their own.
- Evaluate a single question, answered by a number of peers, with reference to assessment criteria SO THAT THEY recognise lesser answers, understand the mistakes in thinking, and reinforce their understanding of better answers SO THAT THEY build and strengthen their knowledge base.



2. Mini-Jigsaw (Online)

Working together online expert pairs learn/research a specific, but different aspect related to class projects. Then in new pairs students teach each other what they have learned in their expert (original) pairings. This helps students:

- A. ANSWER A QUESTION COLLABORATIVELY WITH A PEER SO THAT THEY EXPLAIN AND JUSTIFY THEIR THINKING, AS WELL AS ASSIMILATING THE EXPLANATIONS OF THEIR PEER SO THAT THEY COMPARE THEIR ANSWER WITH THEIR PEER'S, EVALUATING AND **NEGOTIATING** A JOINT RESPONSE.
- B. EXPLAIN THEIR ANSWER TO A PEER SO THAT THEY FIND THE NECESSARY PHRASES TO **CLARIFY AND JUSTIFY** THEIR THINKING.
- C. **COLLABORATE** WITH PEERS IN IMPROVING THEIR ORIGINAL ANSWERS SO THAT THEY ASSIMILATE WHAT THEY LEARNED EARLIER AND CONSIDER IT IN RELATION TO THEIR OWN ANSWER AS PART OF THEIR SELF REVIEW SO THAT THEY **DEVELOP THE SELF-SCRUTINY AND OBJECTIVITY NEEDED TO BE A SELF-REGULATED LEARNER.**



3. Think>Pair>Share (Online)

The teacher poses a question to the group online. Learners record their initial answers, and then share their answer via screen share with a peer. Together, they look to improve and agree their initial answer to create a joint response ready to be shared further. If learners are being asked to answer 'big' or complex questions, they could create a video of the answer for sharing with the group if chosen, and the teacher could ask all learners to create a video of their answer and upload to VLE/MS Teams, etc., for checking.

Whichever way, before sharing an answer/idea with all their peers, students are given time to think on their own and then discuss with a partner. This helps students to:

- Explain, justify and amend answers in response to discussion with partner SO THAT THEY improve their powers of expression and review their answers in the light of alternative responses SO THAT THEY develop a more objective and evaluative approach to their work.

